

EYD Plan Focus Group: Defining College- and Career-Readiness

July 13, 2010

Southeast Public Library

Objectives:

- *The focus group will be able to articulate the key elements of what a “successful transition into adulthood” should look like – both the building blocks needed at the individual level as well as the community/systems level components needed to support this transition.*

Agenda:

I.	Opening/Review Agenda	6:00 – 6:15
	- Stakeholder wheel - brief overview of EYD Plan and updates	
II.	Review initial mapping of initiatives and work underway	6:15 – 6:30
	- Double The Numbers - KPIs/accountability - Agency initiatives and details of ongoing work	
III.	Looking at the Data	6:30 – 6:45
	- Common Core Standards - Achieve study - Looking at metrics currently being tracked – can we hypothesize underlying causes or issues that need to be addressed to shift the picture?	
IV.	Defining “success”	6:45 – 7:30
	- Guiding Questions	
V.	Closing/Next Steps	7:30 – 7:40
	a. Follow-up and additional ways to input b. Contact information: Ahnna Smith (Ahnna.smith@dc.gov ; 202-727-0696)	

Guiding Questions

- I. Defining “success”**
 - a. What is success? What skills/tools do youth need in order to become college- and career-ready?
 - i. How do we define adulthood
 - 1. Ages 16-24
 - ii. Differentiating target populations
 - 1. Different groups of youth will have different transitions into adulthood
 - a. Youth involved in the juvenile justice system
 - i. Future job troubles with employers who won’t look past youthful transgressions
 - b. Youth with special needs

- iii. Emotional intelligence
- iv. Life skills
- v. Attitude
 - 1. Can hinder youth from attaining concrete skills
 - 2. Behavior on the job; professionalism
 - 3. Implies that a CCR focus must start earlier
 - a. Middle school is integral for CCR
- vi. Motivation
- vii. Resourcefulness
 - 1. Youth need to learn how to seek out help and develop networks of support; youth must be able to navigate complex systems
 - 2. Understanding how other people's goals align with your own
 - 3. The ability to function in society
- viii. Critical thinking
- ix. Financial literacy
- x. Ready to sustain themselves economically
- xi. "All doors open"
 - 1. Educational/academic
 - 2. Soft skills (workplace competency)
 - 3. Goal of college and ultimately a job
- xii. Youth need assistance in dealing with trauma
- xiii. Youth need adult connections and role models
 - 1. Advocates for young people
 - 2. Incentives/signals for kids
 - 3. Internship/mentorship program
 - 4. OST goal – everyone is connected to a job or education
- xiv. "inspiration gap"
- xv. The living classroom
- xvi. Youth must be goals-driven
 - 1. The ability to make choices for a youth's personal career
 - 2. Having a sense of the trajectory of a career and options – how opportunities can lead to upward mobility
- xvii. Study abroad; exposure to other cultures
 - 1. Survival skills
 - 2. Developing the skills to participate in a global economy, becoming culturally competent
 - 3. Foreign language courses
- xviii. Civic engagement
 - 1. Voting participation
 - 2. Community service
 - 3. Contributing back to society
- xix. Exposure to employment early on
 - 1. Internships
 - 2. Turning SYEP work into a substantive experience
- xx. DC TAG

- 1. Focused too much on 4-year structure and age-limit
- xxi. Exposure to college and the college culture
 - 1. College tours and trips
- xxii. Industry certification
 - 1. Vocational and technical schools

II. Tracking Outcomes

- a. Are the existing indicators the most relevant? What needs to be measured?
 - i. College completion rates
 - 1. Longitudinal survey
 - ii. Advanced Placement
 - 1. Existing metrics from the College Board look at how many students take the exam and what their scores are
 - 2. But how does that translate into credits earned at the university level
 - 3. AP data for charter schools
 - iii. How many students have to take remedial courses
 - iv. Attendance
 - v. Removing “seat time” promotion
 - vi. Competency-based promotion
- b. How can information be better shared with other agencies and with the public about progress toward these goals?
 - i. Directory of services
 - 1. Parents and youth are not aware of options
 - 2. Use SYEP youth to update services provided by CBOs on one document
 - 3. One portal (as in the DPR guide)
 - ii. Transparency around policies
 - iii. Capacity of non-profit/private partners
 - iv. Offer DCPS’s PRC services to youth

III. Collaboration and Coordination

- a. How do we facilitate or incentivize interagency and cross-sector collaboration?
 - i. Create hubs
 - 1. Lack of information spreading
 - 2. OSSE, DCPS, PCSB need to be engaged in hubs
 - ii. DC agencies looking to collaborate around youth start by going to DCPS and OSSE, but they only reach school children
 - iii. Connecting with OST services
 - 1. Recreational centers